**Lesson Plan 2**

**Teacher Candidate: Chad Wadsworth**

**Grade Level: 2nd Grade**

**Lesson: Maps**

**Date of lesson: November 10, 2015**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students are able to demonstrate as a result of your instruction?

* **2SS2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**
* **2SS2.b: Identify essential map elements: title, legend, directional indicator (compass), scale, and date.**
* **VA6c: The student integrates what is learned in art with other curricular areas.**

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* The students have had little experience in first grade with maps. Students have constructed a simple map, using cardinal directions and map symbols. Students have also had to locate local community, states, the United States, and oceans using maps and globes.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* The students will be able to draw a map of their school community with their peers.
* Students will be able to identify and use essential map elements.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* The students will be assessed on the map they will create for their school community.
* The students will need to meet all items on the Rubric to complete this assignment.
* The students will have informal assessments for when they work in groups on their map projects.
* My Neighborhood map worksheet

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Dr. Seuss: There’s a Map on My Lap book
* Multiple maps for viewing and discussions
* Sheets of plain white paper
* Pencils
* Crayons
* Writing Journal
* Smart Board
* Map Rubric

**Teaching Model/Strategy**

* For this lesson plan, the teacher will be using the Direct Instruction Method. Direct Instruction is used when a teacher is trying to teach a specific skill. The teacher will be standing in front of the class to teach the maps lesson. This is the best method for this assignment because it is a specific skill that the students have not learned yet.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* The teacher will call the students to the reading carpet for a read aloud.
* The teacher will explain that today is a great day to learn about maps and they will be listening to a book about maps.
* The teacher will tell the students that they will need to create a map for guest that will be coming into the school.
* The teacher will then read the Dr. Seuss book: There’s a Map on My Lap.
* The teacher will go over the characteristics of the book while the teacher reads the book aloud.
* Once the teacher has read the book, She will have a small discussion with the students on why maps are important to have.
  + What are maps used for?
  + What kind of things can you find on a map
  + Etc.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**I DO:**

* The teacher will explain to the class that they will be looking at a lot of different kinds of maps.
* The teacher will go over and explain:
  + Grid maps: A pattern of lines that form squares
  + Titles of maps: Tells you where geographically this map refers.
  + Map legends: Tells what the symbols on the map means.
  + Scale: Tells what the small distance on a map equals in Miles/Kilometers
  + Symbols: Can be a shape line or color.
* The teacher will explain into detail what all of these are before they move onto the next part of the lesson.
* The teacher will use the following maps for demonstration:
  + **Attached File**
  + **While showing students maps, the teacher will demonstrate how to read all the maps.**
* The teacher will then draw a box on the whiteboard:
  + The teacher will demonstrate by thinking aloud what is the first thing that you would need on a map.
  + The teacher will come up with “Title”, and then write the title on the top of the map.
* The teacher will talk to the class and tell them that it is very important to think about all the important things you need on a map so that the map will show the guest of the school where they need to go.
* This will lead into the “WE DO” portion of the lesson.
* The teacher will have the students return to their seats for the map reading activity.
* The teacher will hand out the “My Neighborhood Map Activity” that the students will complete individually.
* “My Neighborhood” activity is attached to lesson plan.

**WE DO:**

* The teacher will call the attention to the class.
* The teacher will have all the students come back up to the front rug in front of the white board.
* The teacher will explain to the students, that after taking a look at all the maps today, and talking about all the important things on the map, we as a class are going to make a map of the school.
* The teacher will first use her previous map on the white board to work with the students.
* The teacher will ask the students what they think should be the next thing on the classroom map on the white board.
* The teacher will call on students to give their ideas out loud to the class, and the teacher will write them on the board.
* This will get the students ready for when the students work in their pairs to create their school community map.

**YOU DO:**

* The teacher will divide the classroom into pairs of two for the next activity.
* The teacher will tell the class that they will be creating a school community map for their guest that will be coming into the school.
* The teacher will handout materials for the assignment:(blank white paper/crayons/pencils)
* The teacher will leave the example on the board for a reference for the students.
* The students will work in pairs of two for the remainder of the lesson.
* The teacher will continually walk around the classroom helping the groups work on their maps when needed.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The groups will take turns presenting their maps to the classroom when the lesson is over.
* The students will then make a journal entry to write about what they have learned in the process of creating the maps.
* The teacher’s summative assessment will be the maps that the students create for the lesson.
  + The teacher will use a Rubric for each groups map.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Alex | Alex has been diagnosed with ADHD. This has been recorded with the school and in his IEP. | For Alex, his seat will be positioned in the middle of the classroom with emphasis on the student being right in front of the teacher. The teacher will also give the instructions to Alex on at a time, and repeat if/when necessary. Alex will have a quiet area free of distractions to work on test and quizzes. |
| Amanda | Amanda is a gifted and talented student in my class. Amanda has a 3rd grade reading and writing level, and completes all work before due. | Amanda will participate in more open-ended questions throughout the lesson with the other students. I will have Amanda go more in depth with her assignment on creating a school community map. |
| Blake | Blake has trouble with paying attention to what he is doing during independent work times. | The teacher will pair Blake up with another student that has a little more focus during independent work to help Blake stay on track with the assignment. |

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